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### Using Contextualized Materials to Teach English Grammar

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University of San Francisco

# **Using Contextualized Materials to Teach English Grammar**

A Field Project Proposal Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

By  
Jingyi Yang  
December 2020

# Using Contextualized Materials to Teach English Grammar

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by  
Jingyi Yang  
December 2020

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

*Luz Navarrette Garcia*

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Instructor/Chairperson

December 24, 2020

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## ABSTRACT

Grammar learning is the foundation of language learning. Despite its importance, many ESL adult learners consider grammar learning a challenging part, and the effectiveness of grammar instruction has been evaluated low. This is because of inappropriate teaching approaches and the lack of contextualized learning materials. Inappropriate teaching approaches include traditional PPP (Presentation, Practice, Production), which hinder the effectiveness of research-based teaching approaches. Decontextualized and meaningless grammar forms are additional underlying challenges of grammar learning. This field project uses task-based language teaching (TBLT) as a theoretical framework. The three literature review themes explore the importance and challenges of grammar, grammar instruction techniques, and creating contextualized and authentic learning materials.

The purpose of this field project is to create a handbook for grammar learning. This field project is made up of students' book and teacher's book. The two sample units provide ESL teachers with lessons and exercises in emphasizing grammar and subsidiary academic vocabulary, writing, speaking, and reading. Each unit offers students authentic reading material, and the reading material provides a specific situation to use the target grammar structure. Therefore, students learn the target grammar contextualized. It will help enhance the memory of target grammar and utilize the syntax structures more productively.

## CHAPTER I

### INTRODUCTION

#### **Statement of the Problem**

Grammar is an essential part of language learning, and grammar teaching and learning are considered challenging work in second language acquisition. If a second language learner ( $L_2$ ) lacks syntax knowledge, they will not express themselves completely and clearly. Besides, ambiguous phrases and the incorrect use of structures may cause confusion and communication barriers. Many researchers insist that grammar is the foundation of second language teaching (Diaz & Martinez, 2019), while some researchers challenge that grammar teaching is an artifact and nonessential element (Hashemi & Daneshfar, 2018). Nevertheless, it is undeniable that there is a particular space for grammar teaching regardless of the different views, so grammar teaching is an essential area of concern for second language instruction (Diaz & Martinez, 2019). Also, a high level of language proficiency is as crucial as competitive professional competence, and a high level of language proficiency is hard to achieve without grammar knowledge (Lytovchenko et al., 2020). The two highlighted causes of ineffectual grammar teaching are (a) inappropriate grammar teaching approach (Ji & Pham, 2020; Shintani, 2013; Spada & Tomita, 2010), (b) lack of authentic and contextualized learning materials (Mansouri et al., 2019; Mestari & Malabar, 2016; Saeedi & Abad, 2016).

To begin, ignorance and inappropriate grammar teaching approaches lead to ineffective grammar instruction. Traditional teaching methods, such as the grammar-translation teaching approach, have dominated the field of ESL for years. Meanwhile, because of the examination-oriented in some countries, it is a trend that English teachers focus on the mastering and understanding of grammatical structures. Traditional grammar teaching potentially obstructs

the implementation of strategic grammar teaching approaches, such as Task-based language teaching and Focused on forms (Ji & Pham, 2020; Z. Zhou, 2017). Second language acquisition researchers indicate that focusing too much on grammatical structures increases the accuracy of second language use (Spada & Tomita, 2010), although sometimes it may cause communication disfluency (Shintani, 2013). Therefore, too much emphasis on grammatical structures and forms using the grammar-translation teaching approach is one of the underlined causes of unsuccessful grammar instruction.

On the other hand, ESL students learn English grammar ineffectively because of the lack of authentic and contextualized learning material. Most textbooks pay attention to imparting English grammar structures while ignoring communicative competence; the ongoing use of textbooks leads to less motivation among students learning a second language and is often unsuccessful (Mestari & Malabar, 2016; Saeedi & Abad, 2016). According to traditional instructional approaches, grammar learning is done in isolation and presented in decontextualized and meaningless forms (Saeedi & Abad, 2016). Furthermore, it is purposeless grammatical forms from meaning because language learners may consider language instruction separately from language use (Mansouri et al., 2019). Thus, the use of decontextualized learning materials hinders ESL students' English grammar learning.

In sum, the implementation of ineffective traditional grammar teaching methods is one of the problems of grammar instruction. Research demonstrates that some grammar teaching approaches, such as TBLT, positively impact grammar instruction and learning. However, traditional teaching methods that teach grammar in isolation through meaningless and decontextualized forms are still popular. To correct this problem, teachers need to understand the



benefits of and have access to materials and curriculum that help them create authentic and contextualized grammar learning opportunities (Aka, 2020; Lin et al., 2020).

### **Purpose of the Project**

Because of the negative influence from inappropriate teaching approaches and decontextualized grammar learning material, grammar is considered to be challenging in language teaching, many ESL teachers and students are struggling to reach their educational goals (Fitori, n.d.; Ji & Pham, 2020; Mansouri et al., 2019; Z. Zhou, 2017). Meanwhile, grammar instruction is decontextualized because ESL teachers focus on the syntax forms and structures, and grammar learning is a relatively tricky part of language learning. Therefore, implementing an engaging and strategic grammar teaching approach in the classroom may help L<sub>2</sub> learners acquire grammar knowledge more effectively. The literature related to L<sub>2</sub> English grammar instruction demonstrates that (a) grammar is an essential part of English language learning but not easy to teach (Fitori, 2019; Ji & Pham, 2020; Omar, 2019); (b) task-based language teaching (TBLT) can be used to teach English grammar (Hashemi & Daneshfar, 2018; Lytovchenko et al., 2020; Saraç, 2018); (c) technology-based grammar instruction materials can include videos, games, and reading materials (Aka, 2020; Lin, Hwang, Fu & Cao, 2020; Mestari & Malabar, 2017; Saeedi & Biri, 2016).

This field project aims to address ineffective grammar instruction's existing problem and create an authentic learning material to help adult ESL students in their English grammar learning. The learning material includes videos and reading materials and a variety of inspiring and meaningful real-world topics are related to culture, social, business, and news.

### **Theoretical Framework: Task-based Language Teaching**

Task-based language teaching (TBLT) is a branch of Communicative Language Teaching (CLT). TBLT encourages L<sub>2</sub> teachers and students to use the target language to achieve an outcome of communication purpose. This section includes a brief history of the TBLT approach, which provides for (a) Long's (1998) description of the origins of TBLT; (b) the work of Ellis (2006), who adds details of TBLT implementation by providing the process of conducting TBLT in a grammar class; (c) the scholarship of Li and Lai (2011) that proposes the use of technology to minimize the temporal and physical constraints of the classroom context concerning TBLT implementation. This thought progression is crucial because it describes how TBLT developed and how it can be used in classrooms.

The Task-Based Language Teaching approach was initially proposed by Long (1998), who cited the limitations of both form-focused language instruction and meaning-focused language instruction. In the traditional focus on forms approach, students are required to learn a second language (L<sub>2</sub>) in separate segments such as the phonemes, words, morphemes, and sentence patterns of the English language (Long, 1998). According to Long, the forms approach focuses on ignoring the language learning process and undermining L<sub>2</sub> learners' motivation. Related to this, the emphasis on the meaning approach developed from the focus on the forms approach. Students are required to immerse themselves in the target language environment, with language knowledge taught implicitly in principle on the meaning approach. Although the focus on meaning is recognized as an improvement to the focus on form approach, evidence suggests that it is insufficient for achieving native-like language proficiency. Long proposed a third

option, focus on form (not forms), and TBLT is one implementation of the focus on form (FonF) approach (Long, 1998). According to Long, TBLT asks L<sub>2</sub> learners to accomplish communicative tasks using the target language so that L<sub>2</sub> learners can acquire target language grammar forms in an authentic situation.

Building on this foundation, Ellis (2006) proposed how TBLT can be converted to actual lessons and how teachers and L<sub>2</sub> learners participate in a TBLT class. Ellis suggested that TBLT involves three consideration stages or components: pre-task, during task, and post-task. The pre-task stage aims to prepare students to perform a task. This may include supporting students to complete a similar task, asking learners to observe a model of how to perform the task, or planning for the performance of the main task. During the task stage, the various task-performance options and the processes are introduced. The post-task stage aims to provide students opportunities to repeat the performance of the task, encourages reflection on the task, and encourages students to focus on the target grammar forms, especially those forms that prove challenging to L<sub>2</sub> learners during the task stage. This progression in the field of TBLT is vital because it provides more detailed instructions and components of TBLT implementation, and it gives more detailed descriptions of each process in the pre-task, during task, and post-task stages.

Another progression in this field of thought is represented by Li and Lai (2011), who proposed combining the use of technology and TBLT. Conducting TBLT in a classroom setting has challenges and limitations according to the classroom context's temporal and physical constraints (Li & Lai, 2011). According to Li and Lai, practitioners of TBLT should devise ways to make tasks more authentic and generate meaning-based communication. Still, the temporal and physical contexts often create limitations in classroom settings. Examples of this include

using a game-based technique to help students to immerse themselves in role-playing. Li and Lai (2011) propose that technology may provide an authentic venue for the TBLT approach because it is not bound by time and physical space limitations. Online tasks may include text-based and multimodal computer-mediated communication (CMC) tasks consisting of synchronous (online chatting) and asynchronous (email, blogs, and wikis) forms of communication. This addition to TBLT is essential because it provides solutions to the limitations of temporal and physical constraints of the classroom context, and it articulates how technology may help the TBLT approach be implemented successfully in a range of digital formats.

In summary, TBLT theorizes teaching language by completing tasks in the classroom. This includes (a) the original appearance and foundation of TBLT (Long, 1998); (b) the components and procedures of conducting TBLT (Ellis, 2006); (c) the limitation of the classroom TBLT setting, and improvement of TBLT implementation by using technology (Li & Lai, 2011).

### **Significance of the Project**

This field project includes authentic and contextualized English grammar learning materials. The target grammar structures are instructed in context to help students get a comprehensive understanding of how the target grammatical forms in a specific situation. As the analysis of unsuccessful and ineffective grammar instruction, grammar instruction is done in isolation and presented in decontextualized and meaningless forms (Saeedi & Abad, 2016). ESL students learn grammatical forms and meanings separately, and they are required to remember and recite grammar structures because of the traditional grammar teaching approaches. This field project embeds the target grammar structures into situational use with authentic topics related to

culture, social, business, and news. In this way, ELLs will learn the target grammatical structures in context, and it will help them understand grammar forms and meaning simultaneously. Therefore, L2 learners communicatively learn grammar knowledge and acquire the English language effectively.

This field project may be of interest to English as second language teachers and researchers in the field of second language acquisition. It may hold significance for English grammar instruction because ESL teachers will learn a practical grammar teaching approach and comprehend the importance of using authentic and contextualized grammar teaching materials. Besides, this field project may also interest English grammar curriculum designers. They wish to develop a more strategic and practical English grammar course, motivating L<sub>2</sub> learners to acquire English grammar knowledge. It may also hold significance for grammar learning material designers because this field project may bring their attention to the importance of authentic and contextualized content-based materials. Finally, this field project may be relevant to English learners because they may learn how to acquire English grammar engagingly and effectively. With the help of appropriate grammar learning materials, L<sub>2</sub> learners will find the pleasure of language learning and benefit from strengthening their English grammar foundation.

### **Limitations of the Field Project**

One of the limitations of this field project is the target audience. Since this field project is designed for the high intermediate level of adult ESL students, students at a lower level may have difficulties understanding the videos and reading materials, and ESL instructors could adapt this project for lower-level users.

The other limitation of this field project is related to cultural differences. The videos and reading materials contained in this project are published in western countries. Some ELLs users may feel confused, uncomfortable, or offended about some opinions and political stands. If the topic is considered to challenge culture acceptance, ESL instructors who use this project may adapt some specific parts.

### **Definition of the Terms**

**Authentic materials:** Meaningful topics related to the real-world are contained in reading text, audio, and video materials, and these topics are designed for communicative purposes than educational purposes (Brown, 2014; Duff, 2014).

**Communicative competence:** Dell Hymes introduces communicative competence. It refers to the ability to use the language pragmatically, especially in specific cultural and social settings. If someone has able to communicate appropriately with others, he/she is considered to be communicatively competent in the target language (Larsen- Freeman & Anderson, 2013; Savignon, 1997).

**Task-based language teaching:** The Task-Based Language Teaching approach has initially been proposed by Long (1998), who cited the limitations of both form-focused language instruction and meaning-focused language instruction. TBLT asks L<sub>2</sub> learners to accomplish communicative tasks using the target language so that L<sub>2</sub> learners can acquire target language grammar forms in an authentic situation (Long, 1998).

**Real-world topics:** Topics related to current culture, society, business, economy, and politics are considered as real-world topics (Cates, 2000).

## CHAPTER II

### REVIEW OF THE LITERATURE

#### **Introduction**

English grammar is considered to be an indispensable and vital part of English language teaching and learning, yet it is not easy to teach (Refat et al., 2019; Z. Zhou, 2017). Many factors lead to this existing situation. As described in Chapter I, the problem is that ESL teachers implement inappropriate teaching approaches in English grammar classes, and the lack of authentic and contextualized grammar learning materials is another highlighted cause of unsatisfied grammar instruction. Grammar is the foundation of a language (C. Zhou, 2018). If ESL teachers and students negatively affect grammar teaching and learning, they will not receive a satisfying outcome. Therefore, implementing strategic teaching approaches in grammar class and utilizing authentic and contextualized grammar learning materials positively influence increasing grammar instruction effectiveness (Lin et al., 2020; C. Zhou, 2018; Z. Zhou, 2017).

This field project takes its theoretical foundation from Task-based Language Teaching (TBLT). Through the lens of this theory, it points out that TBLT has constructive effects on English grammar instruction by emphasizing the purposeful and functional language use. The literature review focuses on the following themes according to using strategic teaching techniques and authentic and contextualized learning materials to enhance English learners' grammar uptake: A. The importance and challenges of grammar instruction, B. Grammar instruction techniques, C. Creating authentic and contextualized teaching materials.

The first theme presents that language grammar holds a significant effect on speaking, listening, reading, and writing (Debata, 2013; Kiruthika, 2016; Omar, n.d.; Sun, 2017), and the ignorance of grammar instruction and the inappropriate grammar teaching approaches hinder the goal of English language teaching and learning (Fitori, n.d.; Ji & Pham, 2020). The second theme introduces two different kinds of grammar teaching techniques: Task-based language teaching (TBLT), and Focus on form instruction (FonF). Researchers demonstrate that TBLT and FonF are strategic grammar teaching techniques, and these teaching techniques have proven to be authoritative in grammar instruction (Abdollahzadeh, 2015; Hashemi & Daneshfar, 2018; Lytovchenko et al., 2020; Saraç, 2018). The third theme considers embedding videos, games, and reading material into grammar instruction to create authentic and contextualized learning materials. Researchers indicate that various materials can provide authentic and contextualized grammar learning opportunities (Aka, 2020; Lin et al., 2020; Mestari & Malabar, 2016; Saeedi & Abad, 2016).

### **The Importance and Challenges of Grammar Instruction**

Grammar is the foundation of a language (C. Zhou, 2018), and the mastery of grammar knowledge enables language users to have access to listening, reading, writing, and speaking (Sun, 2017). However, teaching grammar is a challenge due to various reasons (Refat et al., 2019; Z. Zhou, 2017).

To begin, grammar learning helps L2 learners master the target language systemically and achieve communication function effectively (Sun, 2017). Listening, reading, writing, and speaking are four element skills of a language. Those skills help people convey meaning by showing certain forms and specific grammatical structures (Sun, 2017). Knowing a language



means using its grammatical patterns and its proper usage (Debata, 2013). It is demotivated that L2 learners do not have an opportunity to learn how to speak the target language. They cannot practice the language correctly if they lack language grammar knowledge (Refat et al., 2019). Therefore, grammar learning has a close relationship with listening, reading, writing, and speaking skills. Related to this, Omar (2019) investigated the relationship between English grammar learning and academic writing.

In 2019, Omar addressed the problem that most English language learners (ELLs) experience difficulty in their academic writing because of a lack of grammar knowledge. A qualitative exploration was conducted at the English Language Center at the University of Benghazi. This study included nine international students who planned to take the International English Language Testing System (IELTS), preparation classes at the University of Benghazi, all of whom achieved low marks in the writing section of previous attempts. In this study, the researcher required the participants to write about a topic from an actual IELTS test. After sixty hours of grammar instruction over seven weeks, the participants retook the IELTS to assess grammar teaching's effect on the participants' academic writing abilities. This study's findings demonstrate that grammar instruction improved the English language learners' (ELLs) language proficiency, especially in writing. Undoubtedly, grammar learning help L2 acquire the target language through not only enhancing their communication ability but increasing their academic writing skills.

Although grammar instruction's role and importance are obvious, the outcome and effects of grammar teaching are unsatisfying (Z. Zhou, 2017). Researchers demonstrate that the ignorance of grammar instruction and inappropriate teaching approaches are underlying causes of ineffective language teaching (Fitori, n.d.; Ji & Pham, 2020; Sun, 2017). This research

includes (a) a study that claims the teachers' ignorance of teaching methods is a critical cause of low-efficient grammar instruction (Fitori, 2019); (b) a study that articulates how an inappropriate implementation of TBTL can have a negative influence on grammar learning (Ji & Pham, 2020).

A study by Fitori (2019) illustrates typical concerns related to the acquisition of grammar. This study addressed the low level of grammar learning among Libyan university students and how the language teachers tried to improve their English grammar achievement. To identify the reasons that contribute to the decline in English standards as the second language class, Fitori conducted a study using a mixed-method. This study included 224 participants who responded to surveys, a 19 mixed-method study in semi-structured interviews, and 32 pieces of students' written work. This study demonstrates that while most students agree that grammar is an essential part of learning English, their teachers tend to use traditional, less effective teaching approaches. Fitori suggests that to improve students' grammar acquisition, teachers should use more effective strategies for teaching and learning grammar. This is related to Ji and Pham (2020), Ji and Pham conducted a study that describes how the traditional teaching approach influenced grammar learning effectiveness.

According to Ji and Pham (2020), traditional learning and teaching practice hinders the implementation of TBLT in China because of the examination-orientated culture. Teachers follow the structural syllabus to impart knowledge of specific grammatical structure forms. Ji and Pham explored the disparities TBLT approach and the traditional teaching approach in the Chinese classroom and how TBLT practice promotes students' grammar learning at one university in China. This study included 122 undergraduate students from two classes. Ji and Pham utilize a mixed method in this study. The questionnaire was conducted with all students to capture the perspective and experience of the TBLT approach. The findings of this study

demonstrate that TBLT requires students to learn target grammar implicitly. Simultaneously, other methods include teacher-centered presentations and guidelines that lead students to develop English grammar that lacks the appropriate intrapersonal nuances. Ji and Pham imply that grammar-related input should be embedded in the pre-task stage to motivate students to use more target grammatical forms in their communication. The teacher should be a facilitator in grammar classrooms, not the center of the class. Related to this, Omar (2019) also addressed the teaching and learning of English grammar.

In summary, research demonstrates that grammar instruction is an integral part of learning English, and implementing the appropriate teaching approaches is critical. This research includes (a) a study by Omar (2019) that illustrates how grammar learning helps English learners to improve their academic writing; (b) a study by Fitori (2019) that articulates how teacher ignorance of grammar teaching methods is one cause of poor grammar instruction; (c) a study by Ji and Pham (2020) that articulates how traditional approach to grammar teaching can have a negative influence on grammar learning. This literature is relevant because it helps justify the claim that the lack of research-based teaching methods and strategies can result in low-quality grammar instruction.

### **Grammar Instruction Techniques**

Research indicates that ESL teachers who do not apply practical approaches and teaching techniques may not obtain satisfying teaching outcomes from students (Diaz & Martinez, 2019). As a consequence, applying strategic teaching techniques is essential to achieve pedagogical objectives and goals. Strategic teaching approaches are able to enhance the effectiveness of grammar instruction, such as Communicative Language Teaching (CLT) and TBLT (Z. Zhou, 2017). Additionally, focus on form instruction (FonF) also presents a great function in grammar

teaching (Afitska, 2015). Above all, L<sub>2</sub> learners may acquire English grammar knowledge practically through TBLT and FonF. This research includes (a) a study that articulates why the inductive technique is more effective than the deductive and implicit methods ( Hashemi & Daneshfar, 2018); (b) a study that articulates incidental focus on form instruction has a positive effect on L2 learners' grammar accuracy(Abdollahzadeh, 2015); (c) a study that illustrates traditional PPP (Presentation, Practice, Production) performs is less effective than TBLT (Lytovchenko et al., 2020); (d) a study that demonstrates that students who receive TBLT grammar instruction make more progress than students who received form-focused instruction and traditional grammar instruction(Saraç, 2018). This literature is important because these studies indicate the significance of grammar teaching techniques and implement those instructional techniques that help L<sub>2</sub> learners acquire a target language more effectively.

### **Focus on Form Instruction (FonF)**

FonF is a pedagogical technique in which language learners are required to be aware of the grammatical forms of language features in communication practices (Long, 1991). FonF works as a middle ground here. It provides opportunities to teachers and students to build communicational skills and the development of the knowledge of the target language forms and structures (Kellem & Halvorsen, 2018). According to Seyyedi & Ismail (2012), FonF is used to draw L2's attention to language grammatical structures explicitly. Focus on form activities are embedded in the meaning-based lesson, and it is not pre-planned. The activities occur incidentally as a function of the interaction of ESL teachers and learners. Related to this, Hashemi & Daneshfar (2018) did a study to explore if grammar teaching should be deductively, inductively, or implicitly.

Hashemi & Daneshfar (2018) addressed the importance of grammar learning and how traditional language teaching focused on grammar as the central component of language teaching. According to Hashemi and Daneshfar, despite research demonstrating the effectiveness of different language teaching approaches, many teachers remain committed to the traditional teaching approach. To address this problem, Hashemi and Daneshfar evaluate the effectiveness of three teaching techniques, including the deductive technique, the inductive technique, and the implicit technique. Conducted in Tarom, Zanzan, this study included eighty-eight college students from three university centers assigned to one of three teaching groups. Instruments including a pretest, post-test, on-going quizzes, and a final test. This study's findings demonstrate that the inductive teaching group exceeded the deductive and implicit teaching groups in their performance. Hashemi and Daneshfar suggest that this study may change L<sub>2</sub> teachers' attitudes about grammar instruction and provide L<sub>2</sub> teachers with grammar teaching techniques to help their students. This study is related to Saraç (2018) work because Saraç claims that in comparison to emphasizing grammar forms, implementing a task-based approach with authentic materials helps students learn grammar more effectively. Likewise, Abdollahzadeh (2015) did research to investigate the effectiveness of incidental FonF.

Regarding Abdollahzadeh(2015), incidental focus on form instruction has proven to be effective on L2 learners' grammar accuracy. Abdollahzadeh addressed that Iranian ESL teachers believe that form-focused activities should be separate from communication activities in a classroom setting because attempting to emphasize the form may negatively affect students' expression. To investigate the effect of incidental focus on form instruction in grammar accuracy and to help English learners improve their grammatical accuracy in a meaning-based instruction related to the principle of FonF, Abdollahzadeh designed research in a language institute (Sahand

institute) in Miandoab, Iran. Eighty female EFL students were included in the research, and fifty items of grammatical judgment tests were used as the pre-test. Eighty objectives were divided into an experimental group and a control group. Both of the groups received the same amount of instruction (eight sessions) and used the same materials taught by the same ESL instructor. The difference was that only the experimental group received feedback after the jigsaw task. The instructor just corrected the grammatical errors related to the article, verb tense, pronoun, and preposition. After eight sessions of instruction, the experimental group and control group were administered the post-test. According to the result, the experimental group made a greater process than the control group. The finding of this study indicates that incidental focus on form instruction has a positive effect on L2 learners' grammatical accuracy, and students who received feedback through recasting obtained higher scores than the students in the control group.

### **Task-based Language Teaching (TBLT)**

Long (1998) proposed this term, and TBLT requires language learners to do an authentic and meaningful task by using the target language. Building on this foundation, Ellis (2006) expands details to implement TBLT in the classroom. Ellis suggests that TBLT involves three consideration stages or components: pre-task, during task, and post-task. TBLT has proven to be practical and utilitarian in grammar instruction (Afitska, 2015; Gray & Smithers, 2019; Lytovchenko et al., 2020; Seyyedi & Ismail, 2012).

Lytovchenko et al. (2020) conducted a qualitative study to compare the effectiveness of a traditional grammar teaching approach called Presentation, Practice, Production (PPP), and TBLT. The authors note that English language proficiency is essential, particularly for those conducting business worldwide. Thus, it is crucial to increase English language proficiency, but that is difficult to achieve without sophisticated English grammar knowledge. This study,

conducted at the Institute of Mechanical Engineering of the National Technical University of Ukraine, included thirty-three freshmen. The participants were divided into two groups: a TBLT group (sixteen students) and a traditional PPP group (sixteen students). To evaluate the effectiveness of two grammar instruction methods, the participants were required to take pretests and post-tests. This study demonstrated that the TBLT group made more progress in the active and passive voice, relative clauses, past simple tense, modal verbs, and passive infinitive than the traditional PPP group. The findings suggest that the TBLT approach provided a more comprehensive learning opportunity and motivated adult L<sub>2</sub> learners. The authors suggest that the learner-centeredness of TBLT provides benefits in teaching adults by focusing on real communication and addressing the students' needs in authentic communication situations. This is related to the work of Saraç (2018). Both of these studies indicate the positive impact of TBLT.

Similar to the findings of Lytovchenko et al. (2020), Saraç (2018) compared the effectiveness of TBLT, which emphasizes learning grammar knowledge through completing authentic tasks, and form-focused teaching, which stresses the acquisition of syntax structures. This mixed-method study was conducted at the Department of English Language Teaching at a university in Turkey. It included fifty-five students enrolled in a grammar class, and the participants were separated into an experimental group (TBLT instruction) and a control group (form-focused instruction). The two groups were taught the same sequence of advanced grammar structures. The experimental group practiced the application of conscious-raising tasks in the classroom, while the control group was exposed to explicit grammar instruction. Both two groups were later evaluated by the teachers using a standard assessment tool. This study's findings demonstrate that students who had been taught using the TBLT approach made more

progress than students who had been taught in form-focused instruction. Saraç implies that contextualized grammar instruction has a positive effect on second language acquisition.

In summary, research demonstrates that grammar knowledge is an indispensable and essential part of language learning by enriching L2 learners listening, reading, writing, and speaking skills (Debata, 2013; Kiruthika, 2016; Refat et al., 2019; Sun, 2017; C. Zhou, 2018). However, the outcome of grammar instruction is ineffective according to various reasons (Refat et al., 2019; Sun, 2017; Z. Zhou, 2017). Researchers recommend implementing the TBLT and FonF to help students learn English grammar more productively (Abdollahzadeh, 2015; Hashemi & Daneshfar, 2018; Lytovchenko et al., 2020; Saraç, 2018), and that adapting authentic and contextualized grammar instruction material makes grammar instruction more effective (Saraç, 2018). Related to this is a collection of research that discusses creating and contextualizing materials for teaching English grammar.

### **Creating Authentic and Contextualized Learning Material**

Research demonstrates that the implementation and development of authentic and contextualized grammar instruction materials may include embedding grammar instruction into videos, games, and reading materials (Aka, 2020; Lin et al., 2020; Mestari & Malabar, 2016; Saeedi & Abad, 2016). This research includes (a) a study that claims that ESL teachers tend to use authentic materials in teaching grammar (Mestari & Malabar, 2017); (b) a study that illustrates that using animated sitcoms as an authentic and contextualized type of multimedia to teach grammar structure has a positive influence on both learning efficiency and learning motivation (Saeedi & Biri, 2016); (c) a study that explores grammar learning through reading materials which contains target grammar structures (Aka, 2020); (d) a study that explores the use



of a game-based grammar teaching approach that helps students decrease syntax context errors (Lin, Hwang, Fu, Q& Cao, 2020). This is important because these studies indicate the positive impact of authentic and contextualized materials in grammar instruction.

In 2017, Mestari and Malabar addressed the problem that the continuous use of textbooks leads to less motivation among students learning a second language. The author's addressed this problem by analyzing authentic materials for teaching grammar to EFL students from the teachers' perspective. Conducted in the English Education Study Program of Universitas Negeri Gorontalo (UNG), this study included six teachers. The subjects were asked to share their opinions and experiences with grammar language teaching. This study's findings demonstrate that teachers prefer to use authentic teaching materials in their grammar classes and that most of the teachers indicate that they used various sources, such as audio, video, and newspaper, many taken from the internet. Mestari and Malabar conclude that ESL teachers tend to use authentic materials in teaching grammar. Most of the teachers in this study thought that using authentic materials provided their students with opportunities to practice grammar structures by participating in real-life situations. This is related to the work of Saeedi and Biri (2016), who addressed the widespread belief that grammar is isolated from use because of meaningless and decontextualized instructional forms. This is related to Saeedi and Biri (2016), who introduce to use of video as authentic learning material.

In 2016, Saeedi and Biri explored the effectiveness of grammar teaching in language learning. They did this by using animated sit-coms to encourage L<sub>2</sub> learners to perceive grammar as one of the beneficial linguistic resources at their disposal. This study included 44 English learners from Gheshm language institute in the Ardebil and Sharif language center in Tehran. The participants were separated into two groups: a control group (N=23, Gheshm

language institute in Ardebil), and an experimental group (N=21, Sharif language center in Tehran). The popular English language animated sitcom, “The Looney Tunes Show,” was used as authentic material. A pretest was used to determine the participants’ initial knowledge of a specific aspect of grammar. After six months of instruction, the same assessment was used as a post-test to measure the grammar knowledge gained. Interviews were used to explore the students' attitudes toward the use of animated sitcoms in grammar teaching. The results of this study demonstrate that the experimental group showed significant improvement in the target grammar structures. Saeedi and Biri conclude that video's use increased the effectiveness of grammar instruction, contributed to engagement, and motivated students' language learning.

While Saeedi and Biri (2016), investigated grammar teaching through the use of video, Aka (2020) explored grammar teaching through intensive reading. According to Aka, reading helps L<sub>2</sub> learners build their language proficiency and grammar knowledge, but teachers implement this method because this method takes a long time. Aka studied the significance and effectiveness of intensive reading on L<sub>2</sub> learning and investigated the effects of incidental learning on a specific grammatical feature through reading. Conducted at a specialized institution for early engineering education in Japan, this study included one hundred and fifty-seven Kosen students. Participants were separated into two groups: an experimental group (N=83), and a control group (N=74). The experimental group read five passages consisting of forty sentences, which include a specific grammatical feature. Differently, the reading materials for the control group consisted of ten sentences that used the target grammar. A pretest was given to both groups, and after ninety minutes of instruction per week for three weeks, a post-test was given. According to the results of the study, the participants from the experimental group were able to learn a specific grammatical item incidentally by reading. The experimental showed more

significant progress than the control group by comparing the pretest and post-test scores of the two groups. The findings imply that with repeated encounters with the same target grammar structure, a student's grammatical knowledge may improve.

Related to the studies that explore videos and reading as instructional materials for teaching grammar, Lin et al. (2020) addressed game-based learning's educational value. According to Lin et al., many L<sub>2</sub> learners lack enthusiasm and motivation to use grammar structures in authentic situations. To remedy this, the authors evaluated game-based grammar instruction's effectiveness at the University of Science and Technology in northern Taiwan. This study included 55 freshmen students, and the participants were separated into two groups: an experimental group (N=31, using a contextual game-based learning system), and a control group (N=24, learning with a conventional technology-assisted learning approach (PowerPoint-led teaching)). Both of the groups were taught basic knowledge for one hundred and twenty minutes. Then, they both completed a pretest. The experimental group takes contextual game-based learning for two hours. In comparison, the control group receives conventional technology-assisted learning for two hours. Through two kinds of grammar instruction approaches, all of the students completed a post-test. This study's findings demonstrate that the game-based learning approach decreases the context error rates among language learners compared to the conventional technology-assisted English grammar learning approach. Lin et al. (2020) suggest that using the game approach to teach grammar has significant strengths in decreasing syntax context errors.

In summary, research demonstrates that various grammar teaching materials such as videos, games, and reading materials can provide authentic and contextualized grammar learning opportunities. This includes (a) a study by Mestari and Malabar (2017) that ESL teachers tend to

use authentic materials in teaching grammar; (b) a study by Saeedi and Biri (2016) that illustrates how learning motivation and grammar proficiency can be increased with the help of video games; (c) a study by Aka (2020) that demonstrates the benefits of embedding grammar structures into reading materials; (d) a study by Lin et al. (2020) who claims that using a game-based approach to teach grammar can help L<sub>2</sub> learners decrease context errors. This body of research, along with the research presented in the sections above, justifies the claim that implementing grammar instruction with authentic and contextualized material may help students learn grammar more effectively.

### **Summary**

The claim for this literature review as a whole is that grammar is the central of language teaching and learning (Refat et al., 2019; C. Zhou, 2018), yet the effectiveness of grammar instruction has challenges according to various reasons (Fitori, n.d.; Ji & Pham, 2020; Sun, 2017). A research-based teaching approach and contextualized teaching material help ELLs learn English grammar more effectively and productively (Abdollahzadeh, 2015; Kellem & Halvorsen, 2018; Lytovchenko et al., 2020; Saraç, 2018). The research that justifies this claim includes studies that demonstrated that (a) grammar is an integral part of English learning but a difficult concept to teach; (b) ELLs would get benefit through FFI and TBLT; (c) authentic and contextualized grammar instruction which includes videos, reading materials, and games may help ESL teachers and students achieve their learning goal effectively. The TBLT theory was used to frame this body of scholarship.

## CHAPTER III

### THE PROJECT AND ITS DEVELOPMENT

#### **Description of the Project**

This field project is in the form of a student's and teacher's handbook of two sample units of curriculum that can be used as templates for ESL teachers to develop grammar lessons. This field project focuses on teaching grammar through contextualized reading materials. However, this curriculum can be applied and adapted to teaching academic vocabulary and speaking. Besides, this curriculum can be extended for use in business English courses or pre-college English program. This project's goal promotes English learners' knowledge of grammar through meaningful and authentic situations, and students learn specific target grammar use in context.

By learning these two units, students will understand the target grammar (Sentence structure, Relative clause, Comparison with As...As..., and Common patterns that show contrast) and target vocabulary. This material is designed for 60 minutes class. Students have to meet the class 3 times a week. To make students engaged effectively, ESL teachers should limit the class size to 15-20 people. This curriculum is designed for those students who achieve intermediate English language proficiency.

This field project is made up of students' book and teacher's book. Both books have the same content, but the teacher's book contains answers to each exercise and practice and notes of reading materials. Teachers may use the teacher's book as a lesson plan.

The two sample units provide ESL teachers with lessons and exercises in emphasizing grammar and subsidiary academic vocabulary, writing, speaking, and reading. Each unit offers

students authentic reading material, and the reading material provides a specific situation to use the target grammar structure. Therefore, students learn the target grammar contextualized. It will help enhance the memory of target grammar and utilize the syntax structures more productively.

This project is organized by the flowing units with functional grammar categories.

- Unit 1: Sentence Structure: Halloween: 2020

Simple Sentence

Compound Sentence

Complex Sentence

- Unite 2: Comparison and Contrast: Birth Order and Personality

Identity Relative Clause

Comparative with As...As...

Common Patterns That Show Contrast

The following two grammar categories are initially envisioned to be included in the handbook. Because of the lack of time, the following categories are proposed for future lessons.

- Unit 3: Cause and Effect: Food and Health

Common Patterns with Noun That Show Cause

Transition Words and Phrases That Show Effect

Present and Future Unreal Condition

- Unit 4: Problem and Solution: The Environment and You

Common Noun Phrase Structures

Adverb Clause and Phrase with As

Common Transition Words to Indicate Steps of a Solution

### **Development of the Project**

The idea of developing this field project came out of my own ESL teaching experience and my former field project, which investigated four students' language learning difficulties. The data was collected in the 2020 Spring in Dr. Yi Guan's class, which was research in first and second language acquisition. I had an interview with four international students who study in a language school in San Francisco. The interview aimed to identify the difficulties of adult ESL learners' grammar learning and get information about how they evaluate their language school's grammar instruction.

First, according to communication with four international students, we focused on two questions: 1. How do you evaluate the grammar instruction in your language school? 2. What the difficulties of your grammar learning. Not surprisingly, the four students hold negative attitudes on grammar learning, and all of them have significant challenges in grammar learning. Consequently, none of them master English grammar well, although they have been learning English for a while. I conclude their grammar learning difficulties in three areas. First, English grammar is a huge and complex system, and they feel tired of learning too much grammar. The verb tense and all kinds of the clause are tricky, so learning grammar is not easy for students. Second, grammar learning is a tedious process. Students do have the motivation to learn. Third, students cannot use the target grammar that they have learned in their daily communication. They do not practice any grammar orally. Therefore, according to our interview, grammar instruction is a challenging part of language teaching, and the effectiveness of grammar instruction is still unsatisfying.

Next, I teach adult ESL classes in a non-profit program in the north of California, and the majority of students are adult learners. I found adult learners have more difficulties in grammar learning than young learners. Young learners could pick up a new language more quickly. I found my students have the same problem as the four international students. They learn English grammar separately. In their prior grammar learning, they learned the target grammar structures first. Then, they used the grammar structure as a formula to develop their sentences. I have to admit, using the grammar form as the formula can create a grammatically correct sentence. However, it does not help build speaking productivity. Students would still not use the target grammar in their communication, and they still have a problem in expressing themselves clearly. Using the target grammar structure may help students do grammar exercises, but it is not enough to enhance students' English language proficiency. Therefore, I combine my grammar instruction in speaking. I prefer to give students a context and encourage them to use the target grammar sentence in a specific context. For example, I give students a topic which is "Food and Obesity". We talk about the relationship between food and obesity, and they conclude that junk food causes obesity. Hence, they found they need some words and syntax structure to describe cause and effect. Next step, I introduce the adverb clause with "as" and noun phrase with "of" to help them how to describe a cause and an effect. As a result, students understand and utilize the target grammar productively.

My students make outstanding progress from this contextualized grammar instruction. Therefore, the idea of this field project development comes from my practical teaching experience and my lesson plan. The four units' topics are my class's speaking topics, and students may learn the target grammar by talking about different topics. I choose the reading as a contextualized material. The student may learn grammar by themselves, and the teacher should



lead students to talk about the topic. According to teaching experience, the biggest problem of grammar learning and instruction is decontextualization. ESL learners learn grammar separately, and they have no idea about when they should use the target grammar. This field project develops by combining target grammar with authentic and contextualized materials and topics. By learning grammar in context, students would understand and use the target grammar more productively.

### **The Project**

The project in its entirety can be founded in the appendix.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### **Conclusions**

As an English learner, I think English grammar learning is an essential part of my study experience. Through my 25 years of English study, grammar instruction has always been central to English teaching. Many researchers challenge that grammar instruction is a nonessential and artificial element (Diaz & Martinez, 2019; Hashemi & Daneshfar, 2018). Nevertheless, many researchers hold the opposite view. Many researchers insist that grammar learning is indispensable and fundamental in language teaching and learning (Diaz & Martinez, 2019; Refat et al., 2019; C. Zhou, 2018). Therefore, ESL teachers should put more effort into grammar instruction to help students achieve their learning objectives and goals.

Although grammar is vital and fundamental to English, grammar instruction is still tricky (Z. Zhou, 2017). According to various reasons, grammar instruction is challenging (Refat et al., 2019; Z. Zhou, 2017). The two main reasons are the wrong teaching approach and grammar learning materials (Hashemi & Daneshfar, 2018; Ji & Pham, 2020; Kiruthika, 2016; Mestari & Malabar, 2016; Saeedi & Abad, 2016).

First, an inappropriate teaching approach may lead to ineffective grammar instruction (Kiruthika, 2016). The difficulty of grammar learning is its decontextualized and meaningless forms (Saeedi & Abad, 2016). Grammar is typically instructed using the traditional PPP (Present, Practice, Production) approach (Lytochenko et al., 2020). By traditional PPP, grammar instruction is done in isolation and presented in decontextualized and meaningless forms (Saeedi & Abad, 2016). The traditional teaching approach potentially obstructs the implementation of strategic grammar teaching approaches, such as Task-based language teaching (TBLT) (Ji &

Pham, 2020). Therefore, inappropriate teaching approach has a negative influence on grammar instruction.

Second, because of the lack of contextualized and authentic grammar learning material, students learn grammar inefficaciously. Most textbooks pay attention to imparting English grammar structures while ignoring the communicative competence; the ongoing use of textbooks leads to less motivation among students learning a second language and is often unsuccessful (Mestari & Malabar, 2017; Saeedi & Biri, 2016). Students learn English grammar and language use separately, and it is purposeless that separating grammatical forms from meaning (Mansouri et al., 2019). Thus, the lack of authentic and contextualized learning materials is another underlying cause of ineffective grammar learning.

The purpose of this field project aims to address the existing problem of ineffective grammar instruction and create an authentic learning material to help adult ESL students in their English grammar learning. First, this project stresses the importance of grammar. By emphasizing the importance of grammar, ESL students and teachers may pay more attention to grammar teaching and learning. This field project also points out that the inappropriate teaching approach and lack of contextualized learning material are highlighted in inefficacious grammar instruction. This field project introduces two research-based teaching approaches: task-based language teaching (TBLT) and form-focused instruction (FFI). Also, this field project provides an authentic and contextualized grammar learning material. ESL teachers may implement this curriculum to create a practical grammar class. Utilizing authentic and contextualized material in grammar instruction helps students to combine syntax forms and language use. This field project's significance is that it can encourage students' interest and motivate students to talk more about the topic by using the target grammar structures. This field project embeds the target

grammar structures into situational use with authentic topics related to culture, social, business, and news. In this way, L2 learners will learn the target grammatical structures in context, and it will help them understand grammar forms and meaning simultaneously. This method provides adult L2 learners more opportunities to use the target grammar structure and motivates them to learn English more productively (Lytovchenko et al., 2020). Therefore, students learn the syntax forms and learn how to use the forms in their communication. This project provides two units as an example, and ESL teachers may adapt this material to other pedagogical use.

The process of developing this field project has been an incredible journey of professional review. Through this journey, I learned how to do in-depth research according to a specific problem and collect different information from other researchers. I also learned to appreciate the former researchers' work.

### **Recommendations**

I recommend teachers who use this project as a teaching material motivate students to discuss the warm-up questions first. By discussing the warm-up questions, students may understand what syntax structure and phrases they need in a specific situation. Teachers who use this project as a teaching material are expected to expand more topics integrated with particular grammar structures. Moreover, this project could be used to teach academic vocabulary. Academic vocabulary is embedded in contextualized reading materials. It may help students to learn the target vocabulary more impressively.

This field project focuses on using languages, such as using a relative clause to show comparison and contrast. However, how to integrate different verb tense into context still need to be developed. Further researchers may explore how to teach verb tense by using contextualized

and authentic materials. Besides, further researchers may investigate how contextualized grammar instruction motivates adult L2 learners and gives them a sense of participation.

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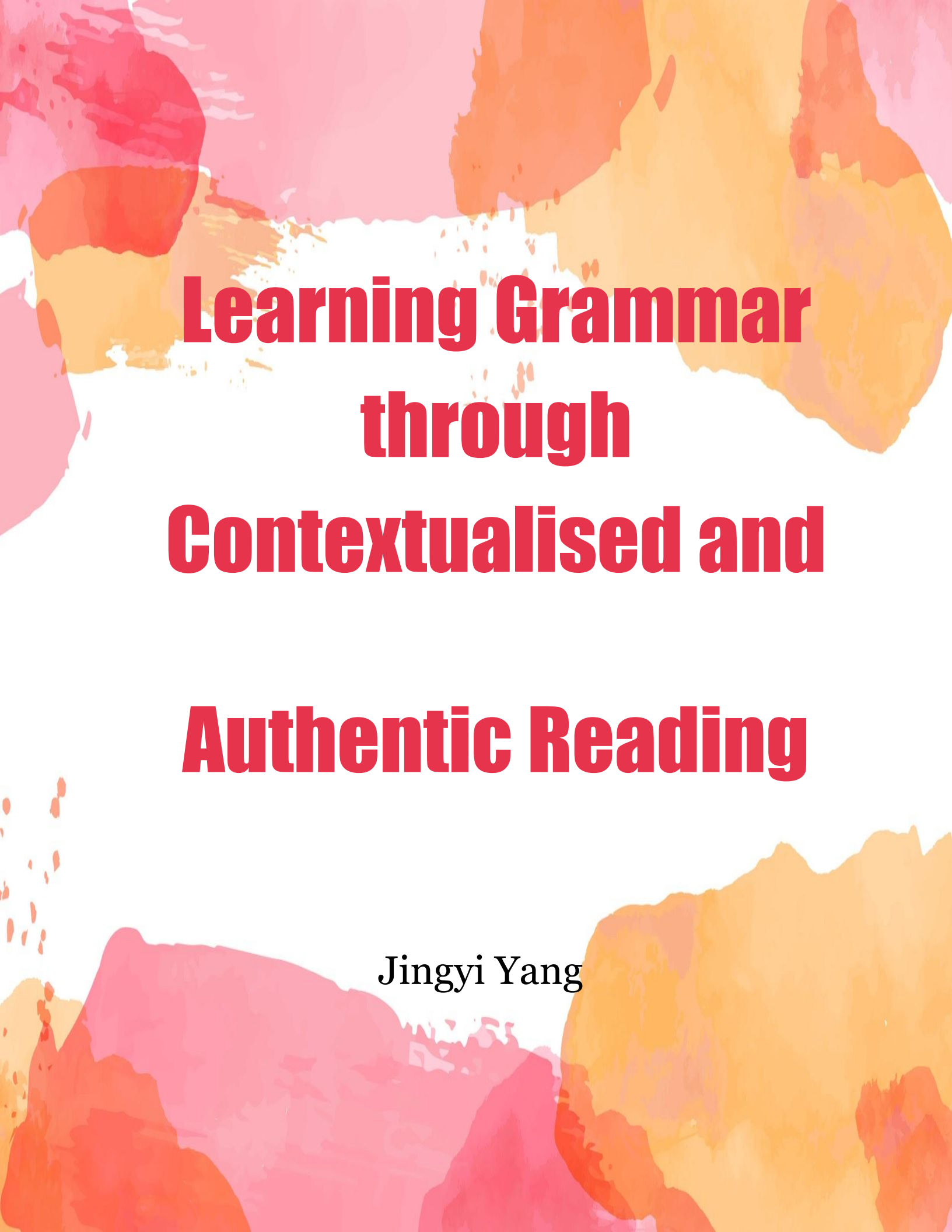
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## APPENDIX

### **Learning Grammar Through Contextualized and Authentic Reading**



# **Learning Grammar through Contextualised and Authentic Reading**

Jingyi Yang

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# INTRODUCTION

## About This Book

This book is created for ESL students who achieve intermediate language proficiency. This book is a research-based and content-rich grammar book. This book utilizes contextualized reading materials to present target grammar structures. Students will learn target grammar through different situations such as using relative clauses and comparative and contrast patterns to describe people's personalities.

## Real World Reading Material

The reading materials is adapted from *Sustainability Times* and *Parents*. The topics are high related to daily lives so that it would motivate students intrinsically.

## Realistic Features of Grammar Presentation

Grammar is presented in clear and simple charts. All of the examples come from the reading materials. Students will understand how to use the specific grammar structures more practically. Besides, students could click the link to have access to a video that gives a more detailed presentation about target grammar.

## Academic Vocabulary

Every unit contains 10 academic vocabularies. Each vocabulary comes from reading material. Students understand the vocabulary from context. Vocabulary will be presented at the beginning of the unit. After finishing reading and grammar parts, students are required to practice the target vocabulary to enhance the knowledge of new words



# INTRODUCTION

## Goals and Objectives

By learning this two units, students will be able to understand the target grammar(Sentence structure, Relative clause, Comparison with As...As..., and Common patterns that show contrast) and target vocabulary.

## Intended Audience

This material is designed for ESL students with intermediate level of English language proficiency.

## Class Specification

This material is designed for 60 minutes class. Students have to meet the class 3 times a week. In order to make students engaged effectively, the class size is limited to 15-20 people.

## Needs of the teacher

ESL teachers present the class by using slides and video, and teachers will distribute exercises handouts during the class.

## Components of Resources

- Main reading material
- Student's Book
- Video
- Teacher's Book



# **Student's Book**





# **Unit 1**

## **Sentence Structures**

### **Halloween 2020**

# 1. Before you read

**A. PAIRS.** Discuss the following facts about Halloween with your partners. If the statement is true, circle T. If it is false, circle F.

## 6 Facts about Halloween

1. Hundreds of years ago, people dressed up as saints and went door to door, which is the origin of Halloween costumes and trick-or-treating.	T	F
2. Halloween is associated with elaborate costumes, haunted houses and, of course, candy, but it's also linked to a number of risks, including pedestrian fatalities and theft or vandalism.	T	F
3. Halloween always falls on October 31 of each year.	T	F
4. There are many countries throughout the world that do not celebrate Halloween. To name a few: Mexico, Great Britain, China, Austria, and Germany.	T	F
5. In Ireland, people started to carve demonic faces out of turnips to frighten away Jack's wandering soul. When Irish immigrants moved to the U.S., they began carving jack-o'-lanterns from pumpkins, as these were native to the region.	T	F
6. Halloween is a widely celebrated tradition in the United States, with around 70 percent of Americans planning to participate in Halloween celebrations in the years preceding 2020.	T	F

**B. Vocabulary Preview.** Match each word with its definition.

1. expenditure	A. in a way that allows for continual use of a natural resource without depleting it or causing environmental damage.
2. robust	B. forthcoming; about to happen.
3. observable	C. the fact or condition of being prevalent; commonness.
4. upcoming	D. strong and healthy; vigorous; (of wine or food) strong and rich in flavor or smell.
5. pandemic	E. able to be noticed or perceived; discernible.
6. normalcy	F. make full use of and derive benefit from (a resource)

7. prevalence	G. the quality or condition of being normal, as the general economic, political, and social conditions of a nation
8. deforestation	H. the act of expending something, especially funds; disbursement; consumption.
9. exploited	I. the action of clearing a wide area of trees.
10. sustainably	J. an outbreak of a pandemic disease.

## C. Focus Questions. Read the following questions and reflect on them when reading.

1. How COVID-19 influence economy and environment?
2. How many percentage drop in businesses will be negatively affected?
3. Will people still celebrate Halloween in this year? How?
4. How COVID-19 affects environment positively?

## 2. Vocabulary in Context Read the passage silently while reflecting on focus questions.

The article is adapted by Less Money Spent This Halloween Could Help the Environment. The original article is published by *Sustainability Times*. Click the link to get the original edition:  
<https://www.sustainability-times.com/green-consumerism/less-money-spent-this-halloween-could-help-the-environment/>

### Less Money Spent This Halloween Could Help the Environment

The **expenditure** for 2020 Halloween will probably decline by 10% in the United States because people do not spend as much as usual this year with the high increasing unemployment rate and lowered income for many people due to the ongoing Covid-19 pandemic.

Because Halloween is one of the holidays with a high rate of expenditure, this will have a negative influence on the economy. On the other hand, the environment might benefit in some ways. Sales of candies and chocolate products will remain fairly **robust** this year because many people think that their Halloween is incomplete without candies and chocolate, but overall expenditure on them will still be less than previous years.

In 2010, saw sales worth \$5.8 billion as the total Halloween expenditure. This was a high figure, yet the **upcoming** year was raised by 10% to \$6.86 billion.



In subsequent years, a similar trend would be **observable**. However, mainly because of the Covid-19 **pandemic**, this is the first time in four years this Halloween's annual expenditure is probably dropped by 10% from \$8.8 billion last year. Lots of businesses will have negative effects with that 10% drop.

Not surprisingly, many people are less interested in this year's Halloween as they and their families

are struggling to maintain a sense of **normalcy**. According to a poll, because only about one-third of adults will allow their kids to go trick- or treat, this Halloween will be far different from the usual across the United States. This means many people will still celebrate Halloween in their own ways such as decorating their houses, carving pumpkins, or wearing costumes at home.

There is some good news.

There will probably be less demand for cocoa-based products with people cost less at Halloween this year, which could have a positive impact on the environment. Cocoa products alone contribute about \$2.6 billion to the overall Halloween expenditure each year. Cocoa has an extremely important role in the economy of many countries and is especially crucial for Halloween thanks to the **prevalence** of cocoa-based gifts and products.

Cocoa is a vital part of Halloween because of a lot of chocolates being sold to consumers all over the United States. Nevertheless, several environmental groups have focused their attention on the climate influences on agriculture, including cocoa production, especially in the form of large-scale **deforestation** and other harmful activities such as pesticide use.

Recently, many researchers pay closer attention to the common types of chocolates which are regularly bought by clients. Then, they evaluated the impacts of these on the environment, and they found that it requires 10,000 liters of water to produce a kilogram of chocolate, which means that freshwater sources are **exploited** in some areas even as deforestation to make way for cocoa plantations drives climate change.

Many famous companies, including Nestle and Mondelez, have promised to regulate their supply chains and make sure that sustainably grown cocoa is used in their products. In later years, once the pandemic is finally over, producing cocoa more **sustainably** will help to make sure that the environment will be affected less even as Halloween expenditure rebounds.



# 3. Grammar in Context

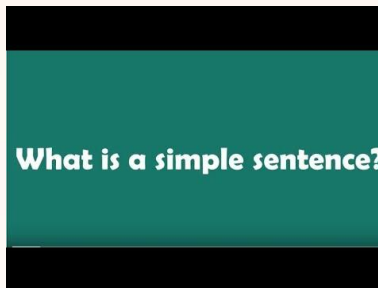
## a. Simple Sentence

Simple sentence is just consist of one independent clause. A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

\* An independent clause is a clause that can stand alone as a sentence

Click the link to explore more about simple sentence on Youtube.

<https://www.youtube.com/watch?v= fC6MevkPpc&t=1s>



Example 1: The expenditure for Halloween will decrease this year.

Example 2: Cocoa-based product is the major part of holiday.

Example 3: People will spend less on this Halloween.

Example 4: Producing cocoa-based products is a highlighted cause of climate change.

Example 5: Many famous companies will grow cocoa sustainably.

**3.1 Practice: Write your own sentences.**

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## b. Compound Sentence

A compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction. FANBOYS (for, and, nor, but, or, yet, so) should be used to connect the two independent clauses.

Click the link the link to explore more about compound sentence on Youtube.

<https://www.youtube.com/watch?v=qLokybutBgg>



Example 1: COVID-19 has a negative influence on the economy, but the environment might benefit in some ways.

Example 2: This Halloween will be far different from the usual , so many people will celebrate it in their own ways.

Example 3: Halloween is one of the most important holiday in the United States, and people spent a lot for cocoa-based products and home decoration.

Example 4: Many famous companies want to grow cocoa sustainably, yet it is not a easy task.

**3.2 Practice: Write your own sentences.**

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## c. Complex Sentence

A complex sentence is made by combining an **independent clause** with one or more subordinate clauses (also called dependent clauses)

\* To subordinate one sentence to another, use a connecting word called a subordinator.

Click the link to explore more about complex sentence on Youtube.

[https://www.youtube.com/watch?v=A7XD\\_sYbjAI](https://www.youtube.com/watch?v=A7XD_sYbjAI)



**Example 1:** Because the Covid-19 pandemic makes many people lose their jobs, people will not spend as much as usual Halloween.

**Example 2:** The expenditure for 2020 Halloween will decrease by 10% due to the unemployment rates is increasing.

**Example 3:** In order to produce one kilogram of chocolate, chocolate factory will use 10,000 liters water.

**Example 4:** Although Covid-19 pandemic is still serious, people still want to celebrate Halloween in their own ways.

### 3.3 Practice: Write your own sentences.

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## 4. Reading Comprehension

**Direction :** Read the statements below. Mark the sentence True (T) or False (F).

1. The expenditure for Halloween in 2020 will likely increase by 10% because of the pandemic.	T	F
2. COVID-19 has an positively influence on economy and environment.	T	F
3. Many people will celebrate Halloween in their own ways such as by decorating their homes, carving pumpkins and wearing costumes at home.	T	F
4. The demanding for cocoa-based product is declined this year.	T	F
5. It requires 5,000 liters of water to produce a kilogram of chocolate.	T	F

## 5. Vocabulary Review

**Direction :** Complete the sentences using one of the following words. You may need to change the word forms.

expenditure	observable	upcoming	pandemic	normalcy
robust	prevalence	deforestation	exploited	sustainably

1. In times of financial stringency it is clear that public \_\_\_\_\_ has to be closely scrutinized.
2. This site features the IUCN and provides information about its aims, projects, current programs and \_\_\_\_\_ meeting.
3. He said Africa was suffering badly from \_\_\_\_\_: for every ten trees cut down, only one was planted.
4. Raising our awareness of the importance of wetlands and fish increases our appreciation of the challenges we are now facing in \_\_\_\_\_ managing our wetlands.
5. If you say that someone is \_\_\_\_\_ you, you think that they are treating you unfairly by using your work or ideas and giving you very little in return.




6. We've always specialised in making very \_\_\_\_\_, simply designed machinery.
7. Its an atlas of the distribution and \_\_\_\_\_ of helminth diseases, including roundworm, hookworm and whipworm.
8. It says school helps to give children whose lives have been completely disrupted a sense of \_\_\_\_\_ and security.
9. Mars is too faint and too low in the sky to be \_\_\_\_\_ .
10. Global cooperation to prevent the spread of \_\_\_\_\_ disease can promote public health.

## 6. Target Grammar in Task

**Direction :** Use a proper conjunction (FANBOYS) in the following compound sentences.

1. These gases trap heat in the air, \_\_\_\_\_ the Earth gets warmer.
2. Commuter airlines fly to out-of-the-way places, \_\_\_\_\_ business travelers are the ones who go to those locations.
3. Please excuse me, \_\_\_\_\_ there is something I must say.
4. She had to have the operation, \_\_\_\_\_ she would die.
5. My husband spends hours in the bathroom, \_\_\_\_\_ then again so do I.





# **Unit 2**

## **Comparison and Contrast**

### **Birth Order and Personality**

# 1. Before you read

## A. Class. Discuss the following questions with your partners.

1. How many sibling do you have?
2. What is your birth order? Are you the only child in your family?
3. Do you think birth order has an influence on personality/characteristic?
4. Do you think family would influences personality?
5. Who is the most independent people in your family?

## B. Vocabulary Preview. Match each word with its definition.

1. striving	A. (of a person) given to acting upon sudden impulses.
2. accustomed	B. to remove from a throne or place of power or prominence
3. burden	C. to exert much effort or energy; to struggle or fight forcefully;
4. rebellious	D. defying or resisting some established authority, government, or tradition; insubordinate; inclined to rebel.
5. compromise	E. influencing or attempting to influence the behavior or emotions of others for one's own purposes
6. dethroned	F. customary; usual
7. manipulative	G. conforming or adhering to accepted standards, as of conduct or taste
8. spontaneous	H. something that is carried; something oppressive or worrisome
9. hierarchical	I. settle a dispute by mutual concession.
10. conventional	J. of, belonging to, or characteristic of a hierarchy.

# 2. Vocabulary in Context

The article is adapted by Bith Order Traits: Your Guide to Sibling Personality Differences. The original article is published by *Parents* . Click the link to get the original edition:

<https://www.parents.com/baby/development/social/birth-order-and-personality/>



# Birth Order Traits: Your Guide to Sibling Personality Differences

Do you know your birth order will influence your personality and behaviors? Here are some facts that you need to know about the relationship between birth order and personality traits.

Dr. Kevin Leman said that your firstborn and second-born children are going to be different. He has studied birth order since 1967 and wrote *The Birth Order Book: Why You Are the Way You Are*. Many psychologists like Leman believe the secret to sibling personality differences lies in birth order. It is related to how your parents treat their children.

Meri Wallace, a child and family therapist, agrees about this birth order theory. Wallace has 20 years of experience as being a therapist, and she is the author of *Birth Order Blues* (Owl Books). She explains "Some of it has to do with the way the parent relates to the child in his position, and some of it actually happens because of the spot position. Each position has unique challenges".

Here are some facts that parents need to know about birth order and personality traits for firstborn children, middle children, and youngest children.

## Firstborn Personality Traits

Being a couple's first child, the firstborn child may be raised with trial-and-error. Parents often become by-the-book caregivers. They may be extremely attentive, stringent with rules, and very neurotic about the minutiae. This behavior may cause the child to become a perfectionist, and always **striving** to please their parents.



Parents' presence helps to explain the reason why the firstborn children sometimes act like mini-adults. They're also diligent and want to excel at everything they do. The firstborn children often tend to be: Reliable, Conscientious, Structured, Cautious, Controlling, Achievers

## Firstborn Strengths

The firstborn child is **accustomed** to being the center of the family. Their Mom and Dad only have one child before other kids arrive. Frank Farley, Ph.D., a psychologist at Temple University, in Philadelphia. He has researched personality and human development for many years. Frank explains, "Many parents spend more time reading and explaining things to firstborns. It's not as easy when other kids come into the picture. That undivided attention may have a lot to do with why firstborns tend to be overachievers." Firstborn children usually have a higher score on IQ tests and generally getting more education than their siblings. Consequently, firstborn children tend to outearn their younger sisters and brothers.

## Firstborn Challenges

Success comes with a price: firstborn children never cut themselves any slack, they tend to be type-A personalities. Michelle P. Maidenberg, Ph.D. says "They often have an intense fear of failure, so nothing they accomplish feels good enough. They're typically inflexible—they don't like change and are hesitant to step out of their comfort zone."

In addition, firstborn children can take responsibility quickly because they are often given a lot of responsibility at home whether it's helping with chores or watching over younger siblings. That **burden** can lead to excess stress for a child who already feels pressure to be perfect.

## Middle Child Personality Traits



Due to the prior experience, the couple might raise their second child with less attention if they decide to have a second child. Because there are other children in their lives, they might be less attentive. Consequently, the second child is often a people-pleaser because of the lack of attention they get in comparison to their siblings.

Therapist Meri Wallace says "The middle child often feels left out and a sense of, 'Well, I'm not the oldest. I'm not the youngest. Who am I?'" Since parental attention is usually devoted to the oldest or the youngest of the family, this sort of **hierarchical** floundering leads middle children to make their mark among their peers. Dr. Leman says, "middle children are the toughest to pin down because they play off their older sibling."

In general, middle children tend to possess the following birth order personality traits: People-pleasers, Somewhat **rebellious**, Thrives on friendships, Has large social circle, Peacemaker, Middle Child Strengths

## Middle Child Strengths

Once a younger sister or brother arrives, the middle child has to learn how to constantly negotiate and **compromise** in order to "fit in" with everyone. Therefore, middleborns are go-with-flow types. Dr. Sulloway notes, middle kids score higher in agreeableness than both their older and younger sibs. Middleborns tend to build stronger and closer relationships with their friends and be less tethered to their families than their brothers and sisters because middle children receive less attention at home. "They're usually the first of their siblings to take a trip with another family or to want to sleep at a friend's house," says Linda Dunlap, Ph.D., professor of psychology at Marist College, in Poughkeepsie, New York.



## Middle Child Challenges

Middle Kids have been the youngest one until there were **dethroned** by a new sibling. Unfortunately, they are often aware that they could not get as much attention as before. They know they cannot get enough attention as their older sibling and younger sibling, and they feel like their needs and wants are ignored. Dr. Maidenberg says, "Middle kids are in a difficult position in a family because they think they're not valued. It's easy for them to be left out and get lost in the shuffle." According to a survey by the Baby Website.com, a British parenting resource found that a third of parents with three children admit to giving their middle child far less attention than they give the other two.

## Youngest Child Personality Traits

Because of the increasing laissez-faire attitude toward parenting the second time around, the youngest children have the most free-spirited. The youngest baby of the family tends to have the following traits: Fun-loving, Uncomplicated, **Manipulative**, Outgoing, Attention-seeker, Self-centered.

## Youngest Child Strengths

Because the youngest children basically are not the strongest or smartest one of the family, they develop their own way to win more attention from their parents. Therefore, they are natural charmer with an outgoing and social personality. Many famous actors and comedians are the youngest one in the family. According to Dr. Sulloway's research, they have high performance in agreeableness" on personality tests than firstborns.

In comparison to their older siblings, youngest children are more likely to take physical risks and play sports like football and soccer. According to research, the youngest children are more open to unconventional experiences.

## Youngest Child Challenges

Dr. Leman notes that the youngest children are known for feeling that "nothing I do is important, and none of my accomplishments seem original. Their siblings have already learned to talk, read, and ride a bike. So parents react with less **spontaneous** joy at their accomplishments and may even wonder, 'Why can't he catch on faster?'".

Youngest children like to **manipulate** others by using their role as the baby in order to get their way. Dr. Leman notes, "They're the least likely to be disciplined." Parents often coddle the youngest child, they don't make the same rules and chores as their older siblings, and they don't require the youngest child as the same standards as their older siblings.



# 3. Grammar in Context

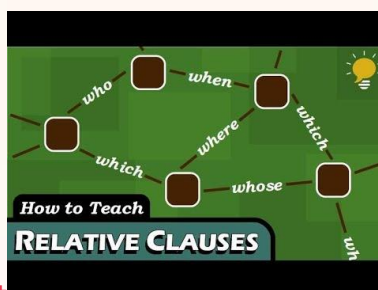
## a. Identifying Relative Clause

Relative clauses are clauses starting with the relative pronouns **who, that, which, whose**. They are most often used to define or identify the noun that precedes them.

You may use Identifying Relative Clause to describe your sibling's personality.

Click the link to explore more about relative clause.

[https://www.youtube.com/watch?v=ftZr1\\_Ny8L8](https://www.youtube.com/watch?v=ftZr1_Ny8L8)



**Example 1:** Creativity is a trait that all middle children share.

**Example 2:** People who do not have children may not be aware of differences in birth order.

**Example 3:** Children who has no siblings are often close to their parents.

\* whose shows possession

**Example 4:** Researches whose word focuses on families disagree about the importance of birth order.

**3.1 Practice: Write your own sentences.**

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## b. Comparatives with As...As...

### Common Expression that Show Similarity

a. <b>as...as</b> can be used in the following patterns: as + adj./adv. + as	Youngest children are not <u>as</u> independent <u>as</u> their older siblings.  An only child socializes <u>as</u> well <u>as</u> children with siblings.
as + noun phrase + as	An only child has <u>as</u> many close friends <u>as</u> children with siblings.
b. Use as...as in the following ways: to emphasize two equal elements: _____ (just) as...as _____	Only children usually turn out <u>just as</u> well <u>as</u> children from large family.
to show that two things are slightly unequal: _____ almost/ nearly/ about/ not quite as...as	Firstborn children are <u>almost as</u> open to new experiences <u>as</u> their younger siblings.

Click the link to explore more about comparative with as...as...

<https://www.youtube.com/watch?v=Gb2cB3CaWzs>



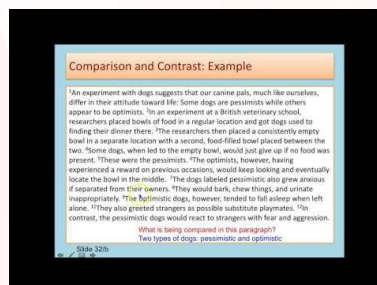


## c. Common Patterns That Show Contrast

<p>a. A common pattern with <b><i>difference</i></b> (noun.)</p> <p>The difference between _____ and _____ is...</p>	<p>The difference between youngest children and their older siblings is that youngest children receive a lot of attention.</p>
<p>b. A common pattern with <b><i>differ</i></b> (verb.)</p> <p>_____ differe(s) from _____ in that...</p>	<p>The current research differs from earlier research is that birth order affects personality.</p>
<p>c. Common expressions and patterns used with the phrase <b><i>in contrast</i></b></p> <p>In contrast to _____ , <u>independent clause.</u></p> <p>In contrast, <u>independents clause.</u></p>	<p>In contrast to older siblings, the youngest children is more creative.</p> <p>Many children without siblings receive a lot of attention. In contrast, children with siblings often share their parents' love.</p>
<p>d. A common pattern with <b><i>unlike</i></b> (adj.)</p> <p>Unlike _____, <u>independent clause.</u></p>	<p>Unlike the youngest children, firstborn children are generally independent.</p>

Click the link to explore more about common patterns that show contrast.

<https://www.youtube.com/watch?v=PDSLUFKupQk>



## 4. Reading Comprehension

a. **Direction** : According to the passage, identify the different personality.

<div>Reliable</div> <div>People-pleasers</div> <div>Thrives on friendships</div> <div>People-pleasers</div> <div>Has large social circle</div> <div>Peacemaker</div>	<div> Firstborn Child</div> <div><div>Middle Child</div></div> <div> Youngest Child</div>	<div>Structured</div> <div>Cautious</div> <div>Controlling</div> <div>Achievers</div> <div>Conscientious</div>
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b. **Direction** : According to the details of the passage, choose the best answer.

1. Why the firstborn children tend to be perfectionist? (      )  
A. because of the influence from their parents.  
B. because of the influence from their grandparents.  
C. because of their siblings.  
D. because of themselves.
2. According to Frank Farley, firstborn children are more outstanding in (      ).  
A. cook and read      B. sport and singing      C. IQ and education achievement      D. art
3. Which statement is true according to Dr. Maidenberg. (      )  
A. firstborn children are more independent than their siblings.  
B. middle children receive less attention than the youngest children.  
C. middle children are more creative.  
D. youngest children receive more attention than firstborn children.
4. Who has the ability to manipulate others in order to get their way? (      )  
A. firstborn child      B. middle child      C. youngest child      D. mother

## 5. Vocabulary Review

**Direction :** Complete the sentences using one of the following words. You may need to change the word forms.

striving	accustomed	burden	rebellious	compromise
dethroned	manipulative	spontaneous	hierarchical	conventional

1. Diana's house was crowded with happy people whose \_\_\_\_\_ outbursts of song were accompanied by lively music
2. The worker was promoted despite aggressive and \_\_\_\_\_ behaviour.
3. I am continually \_\_\_\_\_ to improve myself, constantly seeking perfection.
4. A part-time bookkeeper will relieve you of the \_\_\_\_\_ of chasing unpaid invoices and paying bills.
5. We can represent this \_\_\_\_\_ relationship in the database through standard relational methods or using new data types.
6. She then became \_\_\_\_\_ during her teens and drank, smoked, and shoplifted.
7. Alternative treatments can provide a useful backup to \_\_\_\_\_ treatment.
8. He likes the stocks and he is \_\_\_\_\_ to trading in and out of its shares.
9. The world champion was \_\_\_\_\_ last night by a young challenger.
10. Negotiators are due to meet later today to work out a \_\_\_\_\_.



## 6. Target Grammar in Task

a. **Direction** : Combine each of sentences that describe opinions about parental behavior using an identifying relative clause.

1. Some parents often focus too much attention on their child. There parents have only one child.

e.g. These parents who have only one child often focus too much attention on their child.

2. Children often feel very nervous. Their parents have high expectation of them (whose).

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3. People do not have siblings. They are more close to their parents (who).

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4. Children have behavioral problems at school. Their parents pay less attention on them (whose).

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b. **Direction:** Complete the sentences by using the information in the brackets and as...as.

1. Genius concern over siblings order may \_\_\_\_\_ (widespread) it seems at first glance.

2. Middle children \_\_\_\_\_ (creative) youngest children.

3. Serena is \_\_\_\_\_ (quite) Venus.

4. The weather of San Francisco is \_\_\_\_\_ (hot) Los Angeles.

5. My younger sister is \_\_\_\_\_ (responsible ) my older brother.

c. **Direction:** Write a short passage about cultural difference between the United States and your home country by using identifying relative clause and common patterns that show similarity and contrast.

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# **Teacher's Book**



# **Unit 1**

## **Sentence Structures**

### **Halloween 2020**

# 1. Before you read

**A. PAIRS.** Ask students discuss the following facts about Halloween. If the statement is true, circle T. If it is false, circle F. Answers are showing blow.

## 6 Facts about Halloween

1. Hundreds of years ago, people dressed up as saints and went door to door, which is the origin of Halloween costumes and trick-or-treating.	<input checked="" type="radio"/> T	F
2. Halloween is associated with elaborate costumes, haunted houses and, of course, candy, but it's also linked to a number of risks, including pedestrian fatalities and theft or vandalism.	<input checked="" type="radio"/> T	F
3. Halloween always falls on October 31 of each year.	<input checked="" type="radio"/> T	F
4. There are many countries throughout the world that do not celebrate Halloween. To name a few: Mexico, Great Britain, China, Austria, and Germany.	<input checked="" type="radio"/> T	F
5. In Ireland, people started to carve demonic faces out of turnips to frighten away Jack's wandering soul. When Irish immigrants moved to the U.S., they began carving jack-o'-lanterns from pumpkins, as these were native to the region.	<input checked="" type="radio"/> T	F
6. Halloween is a widely celebrated tradition in the United States, with around 70 percent of Americans planning to participate in Halloween celebrations in the years preceding 2020.	<input checked="" type="radio"/> T	F

**B. Vocabulary Preview.** Ask students choose the correct definition for target vocabularies. Answers are showing below.

<b>H</b>	1. expenditure	A. in a way that allows for continual use of a natural resource without depleting it or causing environmental damage.
<b>D</b>	2. robust	B. forthcoming; about to happen.
<b>E</b>	3. observable	C. the fact or condition of being prevalent; commonness.
<b>B</b>	4. upcoming	D. strong and healthy; vigorous; (of wine or food) strong and rich in flavor or smell.
<b>J</b>	5. pandemic	E. able to be noticed or perceived; discernible.
<b>G</b>	6. normalcy	F. make full use of and derive benefit from (a resource)

<b>C</b>	7. prevalence	G. the quality or condition of being normal, as the general economic, political, and social conditions of a nation
<b>I</b>	8. deforestation	H. the act of expending something, especially funds; disbursement; consumption.
<b>F</b>	9. exploited	I. the action of clearing a wide area of trees.
<b>A</b>	10. sustainably	J. an outbreak of a pandemic disease.

## C. Focus Questions. Leading students read following question and reflect on them when reading.

1. How COVID-19 influence economy and environment?

People will not celebrate this Halloween, and they spent less than the usual. It may decrease economy.

2. How many percentage drop in businesses will be negatively affected?

10 %

3. Will people still celebrate Halloween in this year? How?

People will celebrate this Halloween in their own ways such as decorating homes, carving pumpkins, or wearing costumes at home.

## 2. Grammar in Context

The article is adapted by Less Money Spent This Halloween Could Help the Environment. The original article is published by *Sustainability Times*. Click the link to get the original edition:

<https://www.sustainability-times.com/green-consumerism/less-money-spent-this-halloween-could-help-the-environment/>

Economy may decrease because of the ongoing Covid-19 pandemic

### Less Money Spent This Halloween Could Help the Environment

The **expenditure** for 2020 Halloween will probably decline by 10% in the United States because people do not spend as much as usual this year with the high increasing unemployment rate and lowered income for many people due to the ongoing Covid-19 pandemic.

This decrease may have positive impacts on the Environment

Because Halloween is one of the holidays with a high rate of expenditure, this will have a negative influence on the economy. On the other hand, the environment might benefit in some ways. Sales of candies and chocolate products will remain fairly **robust** this year because many people think that their Halloween is incomplete without candies and chocolate, but overall expenditure on them will still be less than previous years.

High expenditure

In 2010, saw sales worth \$5.8 billion as the total Halloween expenditure. This was a high figure, yet the **upcoming** year was raised by 10% to \$6.86 billion.



In subsequent years, a similar trend would be **observable**. However, mainly because of the Covid-19 **pandemic**, this is the first time in four years this Halloween's annual expenditure is probably dropped by 10% from \$8.8 billion last year. Lots of businesses will have negative effects with that 10% drop.

The decreasing economy because of Covid-19

Not surprisingly, many people are less interested in this year's Halloween as they and their families are struggling to maintain a sense of **normalcy**. According to a poll, because only about one-third of adults will allow their kids to go trick- or treat, this Halloween will be far different from the usual across the United States. This means many people will still celebrate Halloween in their own ways such as decorating their houses, carving pumpkins, or wearing costumes at home.

People still want to celebrate Halloween, and they will celebrate it by their own ways.

There is some good news.

There will probably be less demand for cocoa-based products with people cost less at Halloween this year, which could have a positive impact on the environment. Cocoa products alone contribute about \$2.6 billion to the overall Halloween expenditure each year. Cocoa has an extremely important role in the economy of many countries and is especially crucial for Halloween thanks to the **prevalence** of cocoa-based gifts and products.

In this Halloween, people demand for less cocoa-based products.

Cocoa is a vital part of Halloween because of a lot of chocolates being sold to consumers all over the United States. Nevertheless, several environmental groups have focused their attention on the climate influences on agriculture, including cocoa production, especially in the form of large-scale **deforestation** and other harmful activities such as pesticide use.

Producing cocoa has negative influence on environment

Recently, many researchers pay closer attention to the common types of chocolates which are regularly bought by clients. Then, they evaluated the impacts of these on the environment, and they found that it requires 10,000 liters of water to produce a kilogram of chocolate, which means that freshwater sources are **exploited** in some areas even as deforestation to make way for cocoa plantations drives climate change.

Producing cocoa is a highlighted cause of climate change.

Many famous companies, including Nestle and Mondelez, have promised to regulate their supply chains and make sure that sustainably grown cocoa is used in their products. In later years, once the pandemic is finally over, producing cocoa more **sustainably** will help to make sure that the environment will be affected less even as Halloween expenditure rebounds.

Many famous companies pay attention to grown cocoa sustainably.

## 3. Simple Sentence

Simple sentence is just consist of one independent clause. A simple sentence has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Example 1: The expenditure for Halloween will decrease this year.

Example 2: Cocoa-based product is the major part of holiday.

## 4. Compound Sentence

A compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction. FANBOYS (for, and, nor, but, or, yet, so) should be used to connect the two independent clauses.

Example 1: COVID-19 has a negative influence on the economy, **but** the environment might benefit in some ways.

Example 2: This Halloween will be far different from the usual , **so** many people will celebrate it in their own ways

## 5. Complex Sentence

A complex sentence is made by combining an independent clause with one or more subordinate clauses (also called dependent clauses)

Example 1: Because the Covid-19 pandemic makes many people lose their jobs, people will not spend as much as usual Halloween.

Example 2: The expenditure for 2020 Halloween will decrease by 10% due to the unemployment rates is increasing.

Example 3: In order to produce one kilogram of chocolate, chocolate factory will use 10,000 liters water.

## 5. Reading Comprehension

**Direction :** Read the statements below. Mark the sentence True (T) or False (F).

1. The expenditure for Halloween in 2020 will likely increase by 10% because of the pandemic.	T	<input checked="" type="radio"/> F
2. COVID-19 has an positively influence on economy and environment.	T	<input checked="" type="radio"/> F
3. Many people will celebrate Halloween in their own ways such as by decorating their homes, carving pumpkins and wearing costumes at home.	<input checked="" type="radio"/> T	F
4. The demanding for cocoa-based product is declined this year.	<input checked="" type="radio"/> T	F
5. It requires 5,000 liters of water to produce a kilogram of chocolate.	T	<input checked="" type="radio"/> F

## 6. Vocabulary Review

**Direction :** Complete the sentences using one of the following words. You may need to change the word forms.

expenditure	observable	upcoming	pandemic	normalcy
robust	prevalence	deforestation	exploited	sustainably

1. In times of financial stringency it is clear that public expenditure has to be closely scrutinized.
2. This site features the IUCN and provides information about its aims, projects, current programs and upcoming meeting.
3. He said Africa was suffering badly from deforestation : for every ten trees cut down, only one was planted.
4. Raising our awareness of the importance of wetlands and fish increases our appreciation of the challenges we are now facing in sustainably managing our wetlands.
5. If you say that someone is exploiting you, you think that they are treating you unfairly by using your work or ideas and giving you very little in return.

6. We've always specialised in making very robust, simply designed machinery.
7. Its an atlas of the distribution and prevalence of helminth diseases, including roundworm, hookworm and whipworm.
8. It says school helps to give children whose lives have been completely disrupted a sense of normalcy and security.
9. Mars is too faint and too low in the sky to be observable .
10. Global cooperation to prevent the spread of pandemic disease can promote public health.


## 7. Target Grammar in Task

**Direction** : Use a proper conjunction (FANBOYS) in the following compound sentences.

1. These gases trap heat in the air, so the Earth gets warmer.
2. Commuter airlines fly to out-of-the-way places, and business travelers are the ones who go to those locations.
3. Please excuse me, but/ yet there is something I must say.
4. She had to have the operation, or she would die.
5. My husband spends hours in the bathroom, but/ yet then again so do I.







# **Unit 2**

## **Comparison and Contrast**

### **Birth Order and Personality**

# 1. Before you read

**A. Class.** Ask students discuss the following questions with their partners.

1. How many sibling do you have?
2. What is your birth order? Are you the only child in your family?
3. Do you think birth order has an influence on personality/characteristic?
4. Do you think family would influences personality?
5. Who is the most independent people in your family?

**B. Vocabulary Preview.** Match each word with its definition.

<b>C</b>	1. striving	A. (of a person) given to acting upon sudden impulses.
<b>F</b>	2. accustomed	B. to remove from a throne or place of power or prominence
<b>H</b>	3. burden	C. to exert much effort or energy; to struggle or fight forcefully;
<b>D</b>	4. rebellious	D. defying or resisting some established authority, government, or tradition; insubordinate; inclined to rebel.
<b>I</b>	5. compromise	E. influencing or attempting to influence the behavior or emotions of others for one's own purposes
<b>C</b>	6. dethroned	F. customary; usual
<b>E</b>	7. manipulative	G. conforming or adhering to accepted standards, as of conduct or taste
<b>A</b>	8. spontaneous	H. something that is carried; something oppressive or worrisome
<b>J</b>	9. hierarchical	I. settle a dispute by mutual concession.
<b>G</b>	10. conventional	J. of, belonging to, or characteristic of a hierarchy.

## 2. Grammar in Context

The article is adapted by Bith Order Traits: Your Guide to Sibling Personality Differences. The original article is published by *Parents* . Click the link to get the original edition:

<https://www.parents.com/baby/development/social/birth-order-and-personality/>

# Birth Order Traits: Your Guide to Sibling Personality Differences

Do you know your birth order will influence your personality and behaviors? Here are some facts that you need to know about the relationship between birth order and personality traits.

Birth order and personality

Dr. Kevin Leman said that your firstborn and second-born children are going to be different. He has studied birth order since 1967 and wrote *The Birth Order Book: Why You Are the Way You Are*. Many psychologists like Leman believe the secret to sibling personality differences lies in birth order. It is related to how your parents treat their children.

Why you are the way you are

Meri Wallace, a child and family therapist, agrees about this birth order theory. Wallace has 20 years of experience as being a therapist, and she is the author of *Birth Order Blues* (Owl Books). She explains "Some of it has to do with the way the parent relates to the child in his position, and some of it actually happens because of the spot position. Each position has unique challenges". Here are some facts that parents need to know about birth order and personality traits for firstborn children, middle children, and youngest children.

Strength: firstborn children have higher scores in IQ test and receive more education than their younger siblings

## Firstborn Personality Traits

Being a couple's first child, the firstborn child may be raised with trial-and-error. Parents often become by-the-book caregivers. They may be extremely attentive, stringent with rules, and very neurotic about the minutiae. This behavior may cause the child to become a perfectionist, and always **striving** to please their parents.

Firstborn children tend to be perfectionist because of their parents

Parents' presence helps to explain the reason why the firstborn children sometimes act like mini-adults. They're also diligent and want to excel at everything they do. The firstborn children often tend to be: Reliable, Conscientious, Structured, Cautious, Controlling, Achievers

## Firstborn Strengths

The firstborn child is **accustomed** to being the center of the family. Their Mom and Dad only have one child before other kids arrive. Frank Farley, Ph.D., a psychologist at Temple University, in Philadelphia. He has researched personality and human development for many years. Frank explains, "Many parents spend more time reading and explaining things to firstborns. It's not as easy when other kids come into the picture. That undivided attention may have a lot to do with why firstborns tend to be overachievers." Firstborn children usually have a higher score on IQ tests and generally getting more education than their siblings. Consequently, firstborn children tend to outearn their younger sisters and brothers.

## Firstborn Challenges

Success comes with a price: firstborn children never cut themselves any slack, they tend to be type-A personalities. Michelle P. Maidenberg, Ph.D. says "They often have an intense fear of failure, so nothing they accomplish feels good enough. They're typically inflexible—they don't like change and are hesitant to step out of their comfort zone."

Weakness:  
They don't like failure, and they don't like changes.

Parents pay more attention on their oldest and youngest child.

In addition, firstborn children can take responsibility quickly because they are often given a lot of responsibility at home whether it's helping with chores or watching over younger siblings. That **burden** can lead to excess stress for a child who already feels pressure to be perfect.

Taking too much responsibility will cause more stress.

## Middle Child Personality Traits

Due to the prior experience, the couple might raise their second child with less attention if they decide to have a second child. Because there are other children in their lives, they might be less attentive. Consequently, the second child is often a people-pleaser because of the lack of attention they get in comparison to their siblings.

Middle Born children receive less attention .

Middle children have closer relationships with their friends than their siblings because they get less attention at home.

Therapist Meri Wallace says "The middle child often feels left out and a sense of, 'Well, I'm not the oldest. I'm not the youngest. Who am I?'" Since parental attention is usually devoted to the oldest or the youngest of the family, this sort of **hierarchical** floundering leads middle children to make their mark among their peers. Dr. Leman says, "middle children are the toughest to pin down because they play off their older sibling."

In general, middle children tend to possess the following birth order personality traits: People-pleasers, Somewhat **rebellious**, Thrives on friendships, Has large social circle, Peacemaker,

## Middle Child Strengths

Once a younger sister or brother arrives, the middle child has to learn how to constantly negotiate and **compromise** in order to "fit in" with everyone. Therefore, middleborns are go-with-flow types. Dr. Sulloway notes, middle kids score higher in agreeableness than both their older and younger sibs. Middle borns tend to build stronger and closer relationships with their friends and be less tethered to their families than their brothers and sisters because middle children receive less attention at home. "They're usually the first of their siblings to take a trip with another family or to want to sleep at a friend's house," says Linda Dunlap, Ph.D., professor of psychology at Marist College, in Poughkeepsie, New York.



## Middle Child Challenges

Middle Kids have been the youngest one until there were **dethroned** by a new sibling. Unfortunately, they are often aware that they could not get as much attention as before. They know they cannot get enough attention as their older sibling and younger sibling, and they feel like their needs and wants are ignored. Dr. Maidenberg says, "Middle kids are in a difficult position in a family because they think they're not valued. It's easy for them to be left out and get lost in the shuffle." According to a survey by the Baby Website.com, a British parenting resource found that a third of parents with three children admit to giving their middle child far less attention than they give the other two.

Middle kids are in a difficult position in a family because they think they're not valued. It's easy for them to be left out and get lost in the shuffle.

Youngest children have their own way to get attention

## Youngest Child Personality Traits

Because of the increasing laissez-faire attitude toward parenting the second time around, the youngest children have the most free-spirited. The youngest baby of the family tends to have the following traits: Fun-loving, Uncomplicated, **Manipulative**, Outgoing, Attention-seeker, Self-centered.

Fun-loving  
Uncomplicated  
Manipulative  
Outgoing  
Attention-seeker  
Self-centered.

Why can't he catch on faster?"

Parents don't make as many rules as older children for their youngest child.

## Youngest Child Strengths

Because the youngest children basically are not the strongest or smartest one of the family, they develop their own way to win more attention from their parents. Therefore, they are natural charmer with an outgoing and social personality. Many famous actors and comedians are the youngest one in the family. According to Dr. Sulloway's research, they have high performance in agreeableness" on personality tests than firstborns.

In comparison to their older siblings, youngest children are more likely to take physical risks and play sports like football and soccer. According to research, the youngest children are more open to unconventional experiences.

## Youngest Child Challenges

Dr. Leman notes that the youngest children are known for feeling that "nothing I do is important, and none of my accomplishments seem original. Their siblings have already learned to talk, read, and ride a bike. So parents react with less **spontaneous** joy at their accomplishments and may even wonder, 'Why can't he catch on faster?'".

Youngest children like to **manipulate** others by using their role as the baby in order to get their way. Dr. Leman notes, "They're the least likely to be disciplined." Parents often coddle the youngest child, they don't make the same rules and chores as their older siblings, and they don't require the youngest child as the same standards as their older siblings.

### 3. Identifying Relative Clause

Relative clauses are clauses starting with the relative pronouns **who, that, which, whose**. They are most often used to define or identify the noun that precedes them.

You may use Identifying Relative Clause to describe your sibling's personality.

**Example 1:** Creativity is a trait that all middle children share.

**Example 2:** People who do not have children may not be aware of differences in birth order.

**Example 3:** Children who has no siblings are often close to their parents.

\* **whose** shows possession

**Example 4:** Researches whose word focuses on families disagree about the importance of birth order.

### 4. Comparatives with As...As...

Common Expression that Show Similarity

<p>a. <b>as...as</b> can be used in the following patterns: as + adj./adv. + as</p>	<p>Youngest children are not <u>as</u> independent <u>as</u> their older siblings.</p> <p>An only child socializes <u>as</u> well <u>as</u> children with siblings.</p>
<p>as + noun phrase + as</p>	<p>An only child has <u>as</u> many close friends <u>as</u> children with siblings.</p>

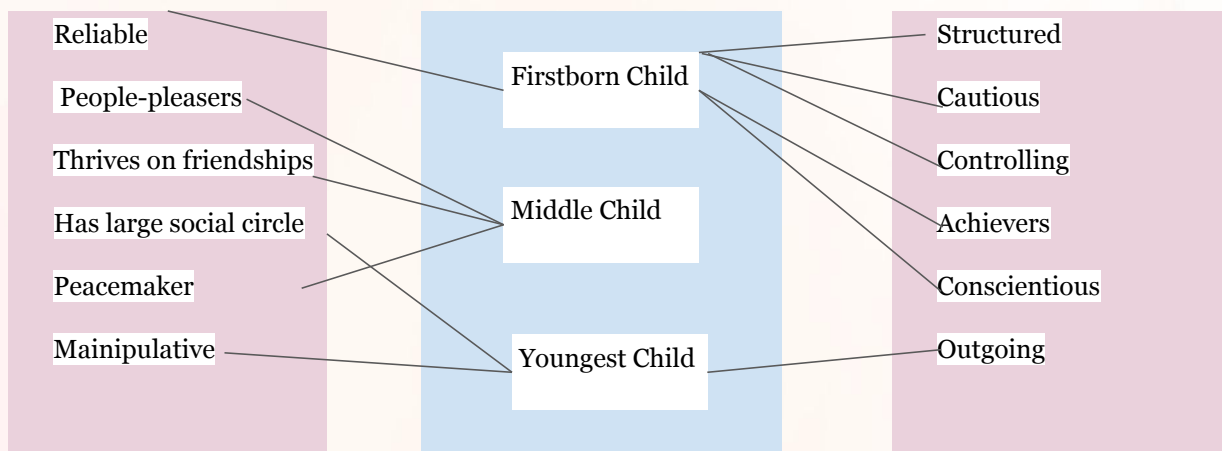
<p>b. Use as...as in the following ways: to emphasize two equal elements: _____ (just) as...as _____</p>	<p>Only children usually turn out <u>just as</u> well <u>as</u> children from large family.</p>
<p>to show that two things are slightly unequal: _____ almost/ nearly/ about/ not quite as...as</p>	<p>Firstborn children are <u>almost as</u> open to new experiences <u>as</u> their younger siblings.</p>

## 5. Common Patterns That Show Contrast

<p>a. A common pattern with <b><i>difference</i></b> (noun.)</p> <p>The difference between _____ and _____ is...</p>	<p>The difference between youngest children and their older siblings is that youngest children receive a lot of attention.</p>
<p>b. A common pattern with <b><i>differ</i></b> (verb.)</p> <p>_____ differe(s) from _____ in that...</p>	<p>The current research differs from earlier research is that birth order affects personality.</p>
<p>c. Common expressions and patterns used with the phrase <b><i>in contrast</i></b></p> <p>In contrast to _____ , <u>independent clause.</u></p> <p>In contrast, <u>independents clause.</u></p>	<p>In contrast to older siblings, the youngest children is more creative.</p> <p>Many children without siblings receive a lot of attention. In contrast, children with siblings often share their parents' love.</p>
<p>d. A common pattern with <b><i>unlike</i></b> (adj.)</p> <p>Unlike _____ , <u>independent clause.</u></p>	<p>Unlike the youngest children, firstborn children are generally independent.</p>

## 6. Reading Comprehension

a. **Direction** : According to the passage, identify the different personality.



b. **Direction** : According to the details of the passage, choose the best answer.

- Why the firstborn children tend to be perfectionist? ( **A** )
  - because of the influence from their parents.
  - because of the influence from their grandparents.
  - because of their siblings.
  - because of themselves.
- According to Frank Farley, firstborn children are more outstanding in ( **C** ).
  - cook and read
  - sport and singing
  - IQ and education achievement
  - art
- Which statement is true according to Dr. Maidenberg. ( **B** )
  - firstborn children are more independent than their siblings.
  - middle children receive less attention than the youngest children.
  - middle children are more creative.
  - youngest children receive more attention than firstborn children.
- Who has the ability to manipulate others in order to get their way? ( **C** )
  - firstborn child
  - middle child
  - youngest child
  - mother



## 7. Vocabulary Review

**Direction :** Complete the sentences using one of the following words. You may need to change the word forms.

striving	accustomed	burden	rebellious	compromise
dethroned	manipulative	spontaneous	hierarchical	conventional

1. Diana's house was crowded with happy people whose spontaneous outbursts of song were accompanied by lively music
2. The worker was promoted despite aggressive and manipulative behaviour.
3. I am continually striving to improve myself, constantly seeking perfection.
4. A part-time bookkeeper will relieve you of the burden of chasing unpaid invoices and paying bills.
5. We can represent this hierarchical relationship in the database through standard relational methods or using new data types.
6. She then became rebellious during her teens and drank, smoked, and shoplifted.
7. Alternative treatments can provide a useful backup to conventional treatment.
8. He likes the stocks and he is accustomed to trading in and out of its shares.
9. The world champion was dethroned last night by a young challenger.
10. Negotiators are due to meet later today to work out a compromise.



## 7. Target Grammar in Task

**a. Direction :** Combine each of sentences that describe opinions about parental behavior using an identifying relative clause.

1. Some parents often focus too much attention on their child. There parents have only one child.

e.g. These parents who have only one child often focus too much attention on their child.

2. Children often feel very nervous. Their parents have high expectation of them.

Children whose parents have high expectation of them often feel very nervous.

3. People do not have siblings. They are more close to their parents.

People who do not have siblings are more closer to their parents.

4. Children have behavioral problems at school. Their parents pay less attention on them.

Children whose parents pay less attention on them have behavioral problem at school.

**b. Direction:** Complete the sentences by using the information in the brackets and as...as.

1. Genius concern over siblings order may **as widespread as** (widespread) it seems at first glance.
2. Middle children **are not as creative as** (creative) youngest children.
3. Serena is **as quiet as** (quite) Venus.
4. The weather of San Francisco is **not as hot as** (hot) Los Angeles.
5. My younger sister is **not as responsible as** (responsible ) my older brother.

**c. Direction:** Write a short passage about cultural difference between the United States and your home country by using identifying relative clause and common patterns that show similarity and contrast.

Sample:

My home country is not as heterogeneous as the United States. There are few of foreigners live in China. China is a traditional and historical country. When I just came to the United States, I had a cultural shock. People who do not wear anything running on the streets on St. Patrick's Day. In comparison to China, the United States have more park in the city but less high buildings.